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ABSTRACT

The document reviews Iowa's 3-year state plan for physical education for handicapped students. An introductory section covers legislative action, program development, areas of concern, goals and subgoals, actions to be undertaken, recommendations to the state board of public instruction, and definitions. A second section addresses federal and state laws and regulations, with emphasis on P.L. 94-142 (Education for All Handicapped Children Act) and Section 504 of the Rehabilitation Act. The bulk of the report charts out the overall and specific planning objectives, program responsibilities, expected implementation dates, and measures of accomplishment for seven areas of concern: attitudes, leadership at the state and local levels, inservice training, preservice training, administrative leadership, consumer advocacy, and research and evaluation. (SBH)

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STATE OF IOWA

PLAN FOR

PHYSICAL EDUCATION FOR HANDICAPPED STUDENTS

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Submitted by the Iowa Ad Hoc Committee on
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3-A

Briefing Paper: Cabinet and State Board of
Public Instruction

Physical Education Opportunities for Handicapped Students, Legislative Action

The Federal government through the enactment of P.L. 94-142, the Education for All Handicapped Children Act and P.L. 93-516, the Vocational Rehabilitation Act of 1973 (Section 504) has addressed the educational rights and needs of handicapped students. The State of Iowa has enacted comprehensive legislation which also recognizes these rights and needs of handicapped children. While these pieces of legislation exist, much remains to be done at the state and local levels to carry out their intent.

Both Federal laws identify physical education as a right and need of handicapped children. Physical education is a requirement in the total education program for handicapped students.

With the exception of some fine physical education programs in a few local school districts and programs at some facilities for handicapped students, few recipients of Federal funds in Iowa are in compliance. A very large gap exists between the intent of these Federal laws and actual physical education, recreation and athletic programming for handicapped students in Iowa schools. The following three-year plan represents the first planned actions in Iowa to improve the physical education opportunities for handicapped students.

Development of a State Plan

In the early fall of 1976, an ad hoc planning committee was developed to prepare a Three-Year Plan in response to the physical education mandates of Federal and state laws and as a response to the unmet physical education needs and interests of handicapped children. This ad hoc planning committee was composed of representatives of the following groups of people: handicapped consumers, special educators, physical educators, school administrators, legislators, parents of handicapped children, classroom teachers and educational agencies and associations. The ad hoc planning committee established as its goal that every handicapped child in the State of Iowa will be involved in a quality physical education program. (See Attached Planning Committee List)

The participants at the first meeting of the ad hoc planning committee identified the contributions that physical education programs can make in the growth and development of handicapped children, the existing resources for such programming, seven major areas of concern and outlined goals and actions (objectives) for resolving these concerns. Following this meeting a collation of this information was sent to each ad hoc planning committee member for their written comments and suggested revisions.

A second meeting of the ad hoc planning committee was held in June, 1977 for the purpose of revising and/or expanding the first draft plan. During this meeting planning committee members were assigned to task forces to develop objectives and timelines for each of seven concern areas. The task force efforts represent the content of and directions for the Three-Year Plan. The results of this planning meeting were mailed to each planning committee member for their reviews and comments. The data from these processes represent the second draft of the Three-Year Plan.

The ad hoc planning committee will present the Iowa Three-Year Plan for Improving the Physical Education Opportunities for Handicapped Students and the committee's recommended actions to the State Board of Public Instruction on

Problem Statement and Areas of Concern

The ad hoc planning committee identified the following problem and ancillary areas of concern:

Problem: Handicapped students in most Iowa public and non-public schools and institutions are not provided with opportunities to participate in quality physical education programs. This problem is related to the following clusters of concerns:

I. Attitudes: Traditional attitudes toward physical education and stereotypes of and prejudices toward handicapped persons in Iowa have resulted in unnecessary restrictions to participation of handicapped students in physical education programs. Attitudes and biases of many groups of people (general public, physical educators, school administrators, parents of handicapped students, handicapped students, special educators, and classroom teachers) must be modified to remove these attitudinal and prejudicial restrictions.

II. Leadership: Informed and dedicated leadership at the state and local levels does not presently exist. Such leadership is very important for bringing about the changes necessary to improve the opportunities for handicapped students to participate in quality physical education programs. This leadership must coordinate their efforts to effect planned change.

III. In-service Training: Teachers of physical education, special education and classroom teachers are in need of appropriate training in order to conduct physical education and leisure type activity programs with handicapped students.

IV. Pre-service Training: Pre-service programs in Iowa teacher preparation institutions have not addressed teachers' needs to competently develop and implement physical education programs which are adapted to include participation by handicapped students.

V. Administrative Leadership: The governor, legislators, state and local school administrators and boards, and other elected and appointed policy-making bodies and individuals have not looked at physical education for all students as a high priority program. Therefore, comprehensive physical education opportunities for handicapped students have been minimal and almost non-existent.

These policy-making individuals and groups must become aware that it is required and necessary for the handicapped to participate in physical education programs which meet the standards for quality physical education programs as defined by State Law, Federal law and as interpreted in the plan.

VI. Consumer Advocacy: Handicapped persons and their families and organizations have not been advocates of their rights and needs for quality physical education programs. There is a need at the state and local levels for handicapped persons to be an organized advocacy group for such programming.

VII. Research and Evaluation: There is a lack of information related to the extent and effectiveness of current physical education programming for handicapped students in Iowa. There is a need to apply existing measurement techniques and research designs to current programs, and programs which are subsequently developed within the State, to demonstrate their effectiveness and exportability.

Goals and Subgoals

The overall goal for the Three-Year Plan is that:

Every handicapped student in Iowa will participate in a quality physical education program.

Each concern area was matched with appropriate subgoals within the Three-Year Plan. The following are the subgoals:

Attitudes:

- To improve attitudes toward the values and inherent contributions of physical education programs for handicapped students.
- To positively change the attitudes of people toward the extent to which the handicapped can participate in and benefit from physical education programs.
- To change the attitudes of school personnel so that they will voluntarily comply with the physical education intent of P.L. 94-142 and P.L. 93-516 (Section 504).

Leadership:

- To form a state advisory council to provide the necessary leadership to improve physical education opportunities for handicapped students.

In-service Training:

- To meet the in-service training needs of teachers through the effective operation of a cooperative training system. (Colleges and universities, area education agencies and the Department of Public Instruction.)

Pre-service Training:

- Coordinated actions will be undertaken by colleges, universities, and the Department of Public Instruction to review pre-service curricular offerings and to provide teacher training programs that will qualify physical education majors/minors to develop and direct physical education programs which include participation by handicapped students.

Administrative Leadership:

- School administrators will provide the organizational structure and administrative support necessary for participation by handicapped students in high quality programs of physical education (as per State and Federal laws).

- The Governor, Legislators, State Board, administrators, supervisors, and consultants at the Department of Public Instruction will provide the legislative and programming leadership and funding to assure that participation in appropriate physical education programs is possible for all handicapped students.

Consumer Advocacy:

- To develop consumer advocacy groups to assume assertive leadership to obtain fuller participation of handicapped students in physical education programs.

Research and Evaluation:

- To establish a research and evaluation committee whose function is to provide data relative to the quality and impact of physical education experiences of handicapped students in Iowa schools.

- To collect, analyze and distribute information relative to the quality and impact of physical education programming for handicapped students in Iowa.

- To identify teacher competencies necessary for directing quality physical education programs which include handicapped students.

- To assess attitudinal changes of target populations to determine if these populations become more accepting and supportive of physical education programs which include handicapped students.

- To monitor the implementation of the Iowa Three-Year Plan for Improving Physical Education Opportunities for Handicapped Students.

Significant Actions To Be Undertaken

The Three-Year Plan outlines some general and several specific actions which must be undertaken to assure handicapped students the opportunity to participate in quality physical education programs. The most significant actions to be taken include the following:

- Public information programs and human relations training for professionals which deal with attitudes and prejudices related to handicapped students' involvement in physical education.
- In-service training programs directed toward specific education professionals.
- Review and revision of teacher preparation programs for inclusion of preparation to teach physical education with handicapped students.
- Stimulation and coordination of handicapped consumers' advocacy for physical education programs.
- Ongoing assessment of physical education programs in Iowa schools to determine the extent of participation by handicapped students.
- Provision of written guidelines to assist school administrators and other school personnel in complying with physical education intent of P.L. 94-142 and P.L. 93-516 (Section 504).

Recommendations to State Board of Public Instruction

The ad hoc planning committee recommends to the State Board of Public Instruction that they take official action on the following:

- Accept and/or endorse the Iowa Three-Year Plan for Improving the Physical Education Opportunities for Handicapped Students.
- Establish a nineteen member Advisory Council to administer and coordinate the implementation fo the Three-Year Plan. Members of this Advisory Council should represent school administrators, school boards, special educators, physical educators, legislators, handicapped consumers (handicapped individuals and organizations), teacher preparation institutions, AEA's and other public agencies working with handicapped persons, and parents of handicapped children.
- Publicly issue a resolution in support of the needs and rights of handicapped students to participate in quality physical education programs.
- Establish as a State educational policy that physical education will be an integral part of each handicapped student's individual education plan (IEP).
- Establish as a State educational policy that evaluations of AEA and LEA special education services include evaluation of the physical education services provided for handicapped students.

- Appointment of a committee of Department of Public Instruction staff from Special Education Division, Special Needs Section, Curriculum Division, Supervision Section, and the Rehabilitation Education and Services Branch to coordinate Department of Public Instruction actions and services indicated by the Three-Year Plan and to act as the Department's liaison with the Advisory Council.

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STATE OF IOWA

GOAL

Every handicapped student enrolled in public or non public schools in Iowa will be provided a quality physical education program that meets his/her individual needs as defined in his/her individualized educational plan (IEP).

POSITION STATEMENT

Quality physical education programs contribute measurably to the growth and development of all children physically, mentally, emotionally, and socially.

Every student whether enrolled in a public or non public school and regardless of his/her disability, or the severity of the disability, has a right to a free public education, including physical education and recreation.

With the passage of federal and state regulations, each handicapped student will have an individualized educational plan developed for his/her specific educational needs. Physical education and recreation goals and objectives will be included in each IEP developed for a handicapped student in the State of Iowa.

DEFINITION OF TERMS
PHYSICAL EDUCATION FOR THE HANDICAPPED

Physical Education constitutes an essential part of the total educational program of all children. Its aim is toward the achievement of meaningful and desirable educational goals.

Quality Physical Education Programs can be distinguished by their contributions to:

1. The personal fitness of each student, within the scope of his or her limitations, including cardio-respiratory fitness, endurance, flexibility, agility, balance, muscular strength, speed, power, and coordination.

2. Physical growth and development while contributing to the general health of individuals.

3. The efficient and useful movement skills of children and youth at all developmental levels.

4. An individual's experiences in a variety of planned activities beginning with basic movement and skills and progressing toward complex skills in sports, dance, aquatics and other forms of human movement.

5. An individual's recreational experiences through the constructive use of leisure hours in keeping physically fit and through the enjoyment of forms of physical activity from school years throughout adult life.

6. The emotional, social, and mental growth through the development of a wholesome self-concept and a desirable perception of others.

7. Each person's understanding and appreciation of expressive movement both from the participant and observer standpoint.

Federal - State Laws and Regulations

PUBLIC LAW 94-142
Education for All Handicapped Children Act of 1975

DEFINITIONS

Section 4(16). The term 'special education' means specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

Section 4(17). The term 'related services' means transportation, and such developmental corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a handicapped child to benefit from special education, and includes the early identification and assessment of handicapping conditions in children.

Public Law 94-142

RULES AND REGULATIONS

Subpart A - - - - -General

121a.14 Special Education. As used in this part, the term "special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

(2) The term includes speech pathology, or any other related service, if the service consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child, and is considered "special education" rather than a "related service" under State standards.

(3) The term also includes vocational education if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child.

(b) The terms in this definition are defined as follows:

(1) "At no cost" means that all specially designed instruction is provided without charge, but does not preclude incidental fees which are normally charged to non-handicapped students or their parents as a part of the regular education program.

(2) "Physical education" is defined as follows:

(i) The term means the development of:

(A) Physical and motor fitness
(B) Fundamental motor skills and patterns; and
(C) Skills in aquatics, dance, and individual group games and sports (including intramural and lifetime sport(s).

(ii) The term includes special physical education, adapted physical education, movement education, and motor development.

Subpart C - - - Services

121a.307 Physical Education. (a) General. Physical education services, specially designed if necessary, must be made available to every handicapped child receiving a free appropriate public education.

(b) Regular physical education. Each handicapped child must be afforded the opportunity to participate in the regular physical education program available to non-handicapped children unless:

1. The child is enrolled full time in a seperate facility; or
2. The child needs specially designed physical education, as prescribed in the child's individualized education program.

(c) Special physical education. If specially designed physical education is prescribed in a child's individualized education program, the public agency responsible for the education of that child shall provide the services directly, or make arrangements for it to be provided through other public or private programs.

(d) Education in separate facilities. The public agency responsible for the education of a handicapped child who is enrolled in a separate facility shall insure that the child receives appropriate physical education services in compliance with paragraphs (a) and (c) of this section.

Public Law 93-112

Rehabilitation Act of 1973

September 26, 1973

NONDISCRIMINATION UNDER FEDERAL GRANTS

Section 504. No otherwise qualified handicapped individual in the United States, as defined in section 7(6), shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Section 7. For the purposes of this Act:

(6) The term "handicapped individual" means any individual who (A) has a physical or mental disability which for such individual constitutes or results in a substantial handicap to employment and (B) can reasonably be expected to benefit in terms of employability form vacational rehabilitation services provided pursuant to titles I and III of this Act.

Public Law 93-516

Rehabilitation Act Amendments of 1974

December 7, 1974

Section 111. (a) Section 7(6) of such Act is amended by adding at the end thereof the following new sentence: "For the purposes of titles IV and V of this Act, such term means any person who (A) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (B) has a record of such an impairment, or (C) is regarded as having such an impairment."

NONDISCRIMINATION ON BASIS OF HANDICAP
PART IV

REHABILITATION ACT AMENDMENTS OF 1974
PUBLIC LAW 93-516 (Section 504)

Subpart D: Preschool, Elementary, and Secondary Education:
84. 24-84. 30

RULES AND REGULATIONS

Physical education and athletics.

(1) In providing physical education courses and athletics and similar programs and activities to any of its students, a recipient to which this subpart applies may not discriminate on the basis of handicap. A recipient that offers physical education courses or that operates or sponsors interscholastic, club, or intramural athletics shall provide to qualified handicapped students an equal opportunity for participation in these activities.

(2) A recipient may offer to handicapped students physical education and athletic activities that are separate or different from those offered to nonhandicapped students only if separation or differentiation is consistent with the requirements of 84.34 and only if no qualified handicapped student is denied the opportunity to compete for teams or to participate in courses that are not separate or different.

Iowa Code 1975
Section 257.18(21)

257.25 Educational Standards. In addition to the responsibilities of the state board of public instruction and the state superintendent of public instruction under other provisions of the code, the state board of public instruction shall, except as otherwise provided in this section, establish standards approving all public and nonpublic schools in Iowa offering instruction at any or all levels from prekindergarten level through grade twelve.

. . . .

1) If a school offers a prekindergarten program, the program shall be designed to help children to work and play with others, to express themselves, to learn to use and manage their bodies, and to extend their interests and understanding of the world about them.

. . . .

2) If a school offers a kindergarten program, the program shall include experiences designed to develop healthy emotional and social habits and growth in the language arts and communication skills, as well as a capacity for the completion of individual tasks, and protection and development of physical being. A kindergarten teacher shall hold a certificate certifying that the holder is qualified to teach in kindergarten.

3) The following areas shall be taught in grades one through six: . . . health and physical education, . . . including the effects of alcohol, tobacco, drugs, diseases, and poisons on the human body; the characteristics of communicable diseases; traffic safety, including pedestrian and bicycle safety procedures; music; and art.

4) The following shall be taught in grades seven and eight . . . health and physical education.

5) Provision for special education services and programs shall be made for children requiring special education.

6) In grades nine through twelve, a unit of credit shall consist of a course or equivalent related components or partial units taught throughout the academic year.

. . . .

x

g. All students physically able shall be required to participate in physical education activities during each semester a student is enrolled in school. A minimum of one-eighth unit each semester shall be required, except that any pupil participating in an organized and supervised high school athletic program which requires at least as much time of participation per week as one-eighth unit may be excused from the physical education course during the time of his participation in the athletic program. Physical education activities shall emphasize leisure time activities which will benefit the student outside the school environment and after graduation from high school.

. . . .

7) A pupil shall not be required to enroll in either physical education or health courses if his parent or guardian files a written statement with the school principal that the course conflicts with his religious belief.

Iowa Department of Public Instruction
Standards
(670)
Division V
Educational Programs

3.5(9) Provision for physical education. All students physically able shall be required to participate in physical education activities and meet the requirements as set forth in 257.25(6) "g" and 257.25(7).

Modified physical activities for credit shall be provided as an alternative for those pupils who for health reasons are certified by a physician as unable to take the courses as set forth in 257.25.

ATTITUDES

I

TARGET GROUP: General Public

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENATION	MEASURE OF ACCOMPLISHMENT
Overall	Specific Action			
1.1 To improve attitudes of the general public	1. Develop slide-tape presentations that show handicapped students participating in and benefiting from physical education activities.	Leadership Committee and Consumer Advocacy Committee	January, 1978	Presentations will be developed and completed by September, 1979
	2. Present slide-tape program to public groups such as PTA, Shriners, Jaycees, Church Organizations, IARC, ACLD, etc.	Leadership Committee and other AEA, LEA persons	1978-80	Number of news releases carried and where
	3. Place frequent news releases on a variety of physical education activities in which handicapped students are involved.	Leadership Committee and Consumer Advocacy Committee	January, 1978	How many times used and how many people viewed-viewer response
	4. Develop suggested format for local demonstrations of handicapped students involved in physical education (including dance) activities	Leadership Committee DPI Consultant for Physical Education	1978	Distribution to local physical educators and AEA Consultants

Problem Statement #I

ATTITUDES: Traditional attitudes toward physical education in Iowa have resulted in unnecessary restrictions to participation of handicapped students in physical education programs. Attitudes of many groups must be modified to remove these restrictions and to realize the intent of P.L. 94-142 (Education for All Handicapped Students Act).

This broad problem statement of attitudes involves the following target groups: general public, health professionals, physical educators, school administrators, parents of handicapped students, handicapped students, special educators, and classroom teachers. Changing or modifying attitudes is an outcome of many actions taken under problem statements #2 - #7. Specific actions to modifying attitudes of target groups is presented here as action steps related to the following four goals:

Goal Statement 1a: To improve attitudes toward the values and inherent contributions of physical education programs for handicapped students.

Goal Statement 1b: To positively change the attitudes of people toward the extent to which the handicapped can participate in and benefit from physical education programs.

Goal Statement 1c: To change the attitudes of school personnel so that they will voluntarily comply with the intent of P.L. 94-142.

Goal Statement 1d: To establish the concept of comprehensive physical education programming for handicapped students. Such programming will include opportunities for competitive experiences: highly organized sport competition is not the major focus of comprehensive physical education.

The following section of the Three-Year Plan is organized according to target groups mentioned above. The overall objectives are related to modifying a target group's attitudes. The specific actions are intended to be the method or strategy for accomplishing the four goals with this target group.

GENERAL PUBLIC

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOM PLISHMENT
Overall	Specific Action			
1.1 Continued	5. To conduct public displays and demonstrations of recommended physical education activities with handicapped and "normal" participants.	DPI consultant and representatives of model programs	1978-80	A survey of presentations made
		Local physical education and special education teachers in local districts	1978-80	
	6. Utilize broadcast media through public service programs and public service spots	Leadership Committee and Consumer Advocacy Committee	1978-80	Production aired Broadcast time given to topic Physical Education for Handicapped
	7. Contact made to key persons in power structure at state, county, local levels to acquire their support of the Three-Year Plan	Leadership Committee	1977-80	Key persons contacted

TARGET GROUP: Health Professionals (Physicians, School Nurses, Mental Health Counselors)

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENATION	MEASURE OF ACCOMPLISHMENT
Overall	Specific Action			
1.2 To improve attitudes of health professionals	1. Make presentations and demonstrations at professional meetings and conferences	Consumer Advocacy Committee	1977-80	Record of presentations made
	2. Publish articles in professional journals relative to P.L. 94-142 and contributions of Physical Education in lives of handicapped students	Leadership Committee	1977-80	Articles published during 1977-80
	3. IAHPER and CEC members present demonstrations at other professional conferences	IAHPER and CEC members Leadership Committee	1978-80	Presentations made and noted by task force members
	4. Health professionals required in their training to have exposure to handicapped individuals and literature that informs them of the need and value of physical education for handicapped and the problems or barriers that preclude wide implementation of such programs and facilities for handicapped.	Preservice Committee	1979-80	Requirements established

HEALTH PROFESSIONALS

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
Overall	Specific Action			
1.2 Continued	5. Contact all training resources engaged in training health professionals to: a) develop awareness of problems of handicapped in this area b) determine extent to which they are doing anything to help now. c) willingness to help facilitate change in their program to improve the situation.	Inservice Committee	1978-79	Assessment completed and professional commitments given
	6. Develop professional training with continuing education credit - training to focus on health professional's role in physical education for handicapped	Inservice Committee	1978-79	Number of training courses conducted
	7. Develop training for continuing education credit for school nurses	Inservice Committee and DPI school nurse consultant	1978-80	Training model developed and implemented
	8. Contact the Iowa Medical Society to request their athletic and physical education committee to recommend ways in which IMS can be helpful in implementing the Three-Year Plan	Leadership Committee	1977-78	Iowa Medical Society recommendations and follow-up
	9. Contact Department of Social Services to ask their Assistance in Implementing portions of the Three-Year Plan	Leadership Committee	1977-78	Contact made and assistance provided

TARGET GROUP: Physical Educators

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENATION	MEASURE OF ACCOMPLISHMENT
Overall	Specific Action			
1.3 To improve the attitudes of physical educators.	1. To distribute information on P.L. 94-142 to all physical educators	DPI AEAs	1977-80	Developed and distributed
	2. Develop and distribute a set of guidelines for complying with P.L. 94-142 in physical education	DPI	1978	Developed and distributed
	3. Develop and conduct awareness workshops for physical education teachers which includes values and inherent goals of physical education programming which includes handicapped students	Inservice Committee DPI Consultant	1978	Workshops conducted
	4. Develop physical education for handicapped newsletter to distribute to professionals in state	Leadership Committee IAHPER DPI Consultant	1978-80	Distribution of newsletter
	5. Develop regular column in physical education newsletter from IAHPER	Leadership Committee and IAHPER	1978	Column established and readers' responses

PHYSICAL EDUCATORS

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
Overall	Specific Action			
1.3 Continued	6. Conduct physical education for Handicapped demonstrations at IAHPER state conventions and district clinics	Inservice Committee and IAHPER	1977-79	Completed
	7. Conduct presentations to physical educators on compliance with P.L. 94-142	DPI consultants AEA special education staff	1977-80	Number of presentations and number of participants recorded
	8. Physical educators in their preservice training be required to work with handicapped students	University/college faculties	1977-80	Number of student with field experience
	9. Curriculum assistance offered and provided to local school districts	DPI consultant and IAHPER	First through third years	Assistance requested and service given

TARGET GROUP: Parents of Handicapped Students

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENATION	MEASURE OF ACCOMPLISHMENT
Overall	Specific Action			
1.4 To improve the attitudes of parents of handicapped students (need to address the reluctance of parents to permit or to encourage their children to participate in physical education activities)	1. Conduct awareness presentations at meetings of groups representing parents of handicapped children	Consumer Advocacy Committee Leadership Committee	September, 1977	Presentations made
	2. Encourage professionals to organize and to conduct physical education demonstrations which include handicapped children at local inservice training programs	Inservice Task Force	Inservice sessions beginning with AEA 9 (Davenport) December, 1977	Demonstrations presented

TARGET GROUP: School Administrators (Superintendents, Principals, Coordinators, Supervisors and School Board Members)

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENATION	MEASURE OF ACCOMPLISHMENT
Overall	Specific Action			
1.5 To improve attitudes of school administrators	1. Present slide-tape program at meetings of school administrators to focus on positive contributions of physical education programs for all children	DPI consultant (tape-slide program developed by Leadership and Consumer Advocacy Committees)	On AEA school administrators schedule 1978-80	Presentations made
	2. Conduct presentations to school administrators on compliance with the physical education and recreations aspects of P.L. 94-142	DPI consultants Leadership Committee members IAHPER	First through third years 1978-80	Presentations made
	3. Offer and provide consultation services to school administrators on how district can comply with P.L. 94-142	DPI consultants AEA consultants	1978-80	Follow up on compliance
	4. Conduct demonstrations with handicapped students involved in physical education activities at administrator conferences	Leadership Committee and IAHPER DPI consultant	Schedule demonstrations on conference schedules	Presentations made - administrators response
	5. Offer and provide consultation to College and University HPER Departments	DPI consultants	Ongoing	Consultations provided

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
Overall	Specific Action			
1.5 Continued	6. Interviews (face to face communications) with local school district administrators	DPI Personnel Committee members IAHPER	1977-80	Validated interviews utilization of their input

TARGET GROUP: Handicapped Students

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENATION	MEASURE OF ACCOMPLISHMENT
Overall	Specific Action			
1.6 To improve the attitudes of handicapped students toward themselves and towards physical education	1. Present school counselors and school nurses with relevant information to counsel handicapped students into physical education programs	Leadership and In-service Committee DPI Consultant	February, 1978 and ongoing there after	School counselors and nurses use of information to schedule handicapped students
	2. Develop and conduct quality programs from preschool through secondary level	Physical education personnel	Ongoing	Physical education assessment
	3. Provide opportunities within physical education programs for handicapped students to develop social skills and interest with other students	Physical education personnel	Ongoing	Mainstreaming survey
	4. Provide necessary delivery services on an individual and/or small group basis	Educational Staffing Team	Ongoing	Service Inventory
	5. Recruit concerned and competent physical education teachers	School District, Director of Physical Education and Principals	Ongoing	Teachers recruited
	6. Provide an appropriate physical education program by the staffing process for each handicapped student	LEA personnel AEA personnel	1977	IEP is on file for each handicapped student in Iowa

TARGET GROUP: Classroom Teachers

OBJECTIVES				
Overall	Specific Action	BASIC RESPONSIBLITY	IMPLEMENATION	MEASURE OF ACCOMPLISHMENT
1.7 To improve attitudes of classroom teachers	1. AEA inservice training for classroom teachers utilizing qualified instructors	Directors of Special Education and Educational Services in AEA's	1978-80	Number of trainings provided and number attending (attitude instrument pre and post)
	2. Provide accessible information and media to classroom teachers	Area Media Centers DPI Consultant	1977-80	Materials and information available
	3. Physical education methods courses, including programming for handicapped students, highly recommended in elementary teachers preparation	Teacher preparation institutions	September, 1979	Established in teacher preparation curricula
	4. Present slide-tape presentation at classroom teachers conferences	Leadership Committee DPI Consultant	September, 1978 and Ongoing thereafter	Number of presentations made and number attending
	5. Encourage classroom teachers to attend physical education for handicapped workshops or inservice staff development workshop/extension courses	Inservice Committee	Fall, 1977 and continuing	Number of workshops offered (attitudes instrument pre and post training)
	6. Articles about physical education contributions for handicapped students in professional publications	Leadership Committee	Ongoing	Number of articles published

SPECIAL EDUCATORS

OBJECTIVES				
Overall	Specific Action	BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
1.7 Continued	7. Special Educators will work cooperatively with physical Educators as member of a team to establish individualized education program for each child	LEA and AEA professional staff members	1977-80	Number of districts where cooperation is occuring in developing IEPs
	8. Provide accessible information to Special Educators	AEA media Center DPI Consultant	1977-80	Media Centers have materials available and rate of use
	9. Encourage Special Educators to attend AEA Inservice Training	AEA Staff and Inservice resource people. DPI consultants in Special Education and P.E.	Fall, 1977 planning for Spring Workshops	One or more workshops done by each AEA in 1977-78 school year
	10. Physical Education will be recommended in Special Educators Preservice preparation	Teacher preparations institutions	1978-80	Established as part of curriculum (Number of institutions)
	11. Present slide-tape presentation at Special Education conferences	Inservice Task Force Committee	1977-80	Presentations made and validated

SUPPORTIVE LEADERSHIP

II

PROBLEM STATEMENT #11

LEADERSHIP: Informed and dedicated leadership to provide improved opportunities for the handicapped to participate in physical education programs is necessary for coordinated and effective action. This leadership does not presently exist. These leadership functions should include (a) communication of the contributions of physical education programs in the lives of handicapped persons, (b) initiation of good programming based on identified needs, and (c) the arrangements for effective delivery of physical education services.

Goal Statement 2: To form a state coordinating committee to provide the necessary leadership to improve physical education opportunities for handicapped students.

OBJECTIVES				
Overall	Specific Action	BASIC RESPONSIBLITY	IMPLEMENATION	MEASURE OF ACCOMPLISHMENT
2.1 To recruit a representative (including handicapped consumer) membership to serve on the state coordinating committee.	1. Representation will be requested from IAHPER.	Ad hoc chair(s) will write letters to President of organization requesting their representation.	Fall, 1977	Letters written an acknowledgement received.
	2. Other needed areas of representation will be determined cooperatively.	Leadership TFC IAHPER DPI Consultant	October 1977	Representation determined
	3. Determine percentage of representation of above groups.	Leadership TFC	October 1977	Percentage established
	4. Letters will be sent to professional organizations dealing with Physical Education and Recreation for Handicapped children.	Co Chairs will write letters	January 1978	Letters written
	5. Consumer groups will be identified.	Task force committee	December 1977	Groups identified
	6. Letters will be sent to consumer groups seeking representation.	Co chair(s) will write and send letters	January 1978	Completed

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
Overall	Specific Action			
2.2 Elect a chairperson for the state coordinating committee.	1. Establish job description.	TFC - Leadership	September 1978	Job description placed on file
	2. Establish election process.	TFC - Leadership	March 1978	Election process placed on file

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
Overall	Specific Action			
2.3 To establish task forces to deal with identified problems	1. Maintain existing task force committees.	Co Chairperson DPI Consultant	July 1977	Committees operating
	2. Recruit additional people.	Leadership Committee	December 1977	Recruited
	3. Establish guideline for task force committees.	Each Committee Chairperson	September 1977	Guidelines established
	4. Establish chairperson and recorder.	Task Force Committee	February 1978	Completed
	5. Identify LEA Superintendents.	Co Chairperson write letters to superintendents	August 1977	List of AEA Superintendents
	6. Establish Statewide Advisory Council.	Approval from SP and PT	February 1978	Established
	7. Establish Task Force Committees.	Co Chairpersons and DPI Consultants	July 1977	Established

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
Overall	Specific Action			
2.4 To establish a three-year plan of action for improving physical education programming for handicapped students.	1. To compile data regarding the progress of the three-year plan.	Task Force Committees DPI Consultants	October 1977	Data compiled
	2. To review and evaluate data received from all available sources associated with the three-year plan.	Co Chairmen DPI Consultants	April 1978	Compare against standards
	3. To publish data received in a logical sequential order.	Research and Evaluation Committee	March 1978	Published
	4. To disseminate data to proper personnel.	DPI Consultants	May 1978	List and disseminate
	5. To establish evaluation plan for the program for 3 years.	Leadership Committee Research and Evaluation Committee	October 1977	Plan established

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
Overall	Specific Action			
2.5 To work with state consultants in special education and physical education to provide coordinated leadership in carrying out the state plan of action.	1. To develop and submit to the DPI a resolution supporting the hiring of a state physical education consultant.	Co Chairs on approval of SP and DT	September 1977	Developed Endorsed it Submitted
	2. To invite the consultant to serve as the Executive Secretary for the Statewide planning and development team.	Co Chairs	September 1977	Extend invitation consultant accepts
	3. To request a portion of the consultants responsibility time be in support of the statewide plan.	Co Chairs	July 1977	Letter sent Time appropriated
	4. To write letters to professional organizations making request.	Co Chairs	July 1977	Letters written
	5. To request the DPI consultant to establish an advisory committee.	Co Chairs	January 1978	Advisory Committee established
	6. To advocate the establishment of AEA Advisory Committees.	Leadership	Fall 1977	
	7. To coordinate advisory committees in conjunction with the Statewide Planning and Development team.	DPI Consultant	April 1978	Joint projects Joint meetings Exchange of ideas

OBJECTIVES				
Overall	Specific Action	BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
2.6 To establish a semi-annual meeting for the purpose of reviewing and revising of the State Plan of action	1. A general meeting of the Statewide Planning and Development Team, Task Force Committee and the State AEA Advisory Committee will be held in conjunction with the IAAHPER State Convention	State Chairperson(s) DPI Consultant	October 1977-1980	Meeting conducted
	2. Quarterly reviews will be made by Co Chair(s), selected members, and DPI consultant.	Research and Evaluation Committee	April 1978 and ongoing	Reports made and disseminated
	3. DPI Consultant will provide written and oral report on progress made in terms of AEA Advisory Council.	DPI Consultant	June 1978 and ongoing	Report made
	4. Co Chair(s) will review and outline the specific action to be accomplished for subsequent months.	Co Chair(s) TFC Chair(s) DPI Consultant	October 1977 and ongoing	Report will be made and be available

OBJECTIVES				
Overall	Specific Action	BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
2.6 Cont'd	5. To compile quarterly progress reports and disseminate through professional organizations, (newsletters - magazines).	Leadership Committee Research and Evaluation Committee	September 1977 and ongoing	Copies of quarterly report will be made available
	6. DPI consultant will submit necessary formal reports to supervisors when requested.	DPI Consultant	June 1978 and ongoing	Copy of consultants Annual Report

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
Overall	Specific Action			
2.7 To establish standards of excellence for physical education programs for all students who are temporarily or permanently disabled.	1. Revise or construct instrument that will help ascertain quality of programs in operation.	Pre Service TFC Admin. Leadership TFC	September 1978	Instrument developed
	2. In conjunction with districts visits, develop a physical education review component.	DPI Consultant	May 1980	Component developed
	3. Assess college and university personnel preparation programs determining number of courses, students, majors and etc.	DPI Consultant Certification Division	1978-1980	Assessment completed and on file at DPI
	4. Conduct an LEA manpower survey to determine teachers in APE.	Pre Service TFC	August 1978	Survey Conducted
	5. Assess and publish the use of grants and alternative funding sources - Federal, State, Local (model programs).	DPI Consultant	December 1978	Information published
	5. Distribute resource information through newsletters and magazines.	DPI Consultant	1977-1980	Information distributed through publications
	6. Develop a list of resource personnel to assist in team visits.	SP and DT and DPI Consultants	November 1977	List compiled

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
Overall	Specific Action			
2.8 To establish models and demonstration centers for effective involvement of the handicapped in school physical education programs.	1. Establish a PER resource center for teachers.	DPI and AEA's	1977-1980	Resource Centers established
	2. Formulate a bibliography of books and texts in APE	DPI Consultant	April 1978	Bibliography formulated
	3. Develop a prototypical curriculum for APE.	Preservice TFC DPI Consultant	April 1979	Curriculum developed
	4. Formulate a list of assessment instruments.	DPI Consultant	April 1979	List formulated

INSERVICE TRAINING

III

PROBLEM STATEMENT #III

INSERVICE TRAINING: Teachers of physical education, special education and classroom teachers are in need of appropriate training in order to conduct physical education and leisure-type activity programming for handicapped students.

Goal Statement 3: To meet the inservice training needs of teachers through the effective operation of a cooperative training system. (Colleges and universities, area education agencies and the Department of Public Instruction.)

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENATION	MEASURE OF ACCOMPLISHMENT
Overall	Specific Action			
3.1 To secure adequate funding to conduct inservice training for physical education, special education and regular education teachers	1. Resources will be identified which could be utilized to inservice and train professionals responsible for implementing Physical Education for Handicapped (Funding requested for materials, trainers, facilities trainees, travel, room and board, and honorariums) Contacts will be made to: DPI State Facilities Federal Funding Sources IRNC ICEC's IAHPER Kennedy Foundation Title IV Title VI CMA Funds	Inservice Committee	By September, 1977 May, 1978 May, 1979 (dates representing State and Federal funding) Fiscal years	Funds secured
	2. Check Grant cycle dates	T.F.C.	By June, 1977	Information on file and available

OBJECTIVES				
Overall	Specific Action	BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
3.2 To identify teacher competencies necessary for the provision of optimal programs of physical education which includes participation by handicapped students	1. Conduct needs assessment to determine if a sufficient number of adequately and appropriately prepared and trained personnel are available in the State	Research and Evaluation Committee and Inservice Committee DPI Consultants	1977-80	Instrument for assessment designed and completed at each training site
	2. Identify exemplary programs in-State and out-of-state and analyze qualities/competencies of teachers involved	AEA DPI IAHPER AAHPER Higher Education institutions DPI Consultant	1977-80	Completed
	3. Enter into contracts with higher institutions or other agencies, institutions or organizations to carry out experimental or innovative personnel development programs, development or modification of instructional materials and dissemination of information derived from educational research and demonstration projects	DPI Iowa-Nebraska State facilitator AEA Local Education Assoc. AAHPER CMA Funds (Briar Cliff Other	August, 1977	Contracts made and process occuring

OBJECTIVES				
Overall	Specific Action	BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
3.2 Continued	4. Insure an ongoing inservice training program will be available to all personnel engaged in education of handicapped children	DPI AEA Higher Institutions LEA	June, 1978	Inservice provided
	5. Development of an annual program plan which identifies areas of training and groups to be trained	DPI Inservice committee Colleges and Universities AEA LEA IAHPER	August, 1978	Completed
	6. Development of content and nature of training for each group to be trained	DPI Inservice committee Colleges and Universitites AEA LEA IAHPER AAHPER	August, 1978	Completed

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
Overall	Specific Action			
3.3 To develop and conduct a series of one-day awareness workshops (P.E. for handicapped)	1. Define objectives for one-day inservice training in physical education for handicapped	Inservice committee	August, 1977	Completed
	2. Identify target population to be trained e.g., physical educators, special educators, classroom teachers	Inservice committee	August, 1977	Completed
	3. Establish dates and sites for one-day workshops	Inservice committee	December, 1977	
	a. Target AEA's 5,9,12, and 13 as inservice pilot areas for fiscal year '78 and IAHPER convention		AEA 5 March, 1978 AEA 9 December, 1977 AEA 12 January, 1978 AEA 13 February, 1978	Completed
	b. Target AEA's 1,6,7,10, and 11 as inservice pilot areas for fiscal year '79		AEA 1 October, 1979 AEA 6 August AEA 7 September AEA 10 September AEA 11 September	Completed
	c. Target AEA's as inservice pilot areas for fiscal year 1980			
	4. Designate people to serve as trainers for one-day workshop	Inservice committee	December, 1977	On time

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
Overall	Specific Action			
3.3 Continued	5. Announce one-day workshop through AEA publications, IAHPER publications, IARC newsletter and thru professional conferences	Inservice committee	At least one month prior to each training (local publications) and September - October publications of professional journals	Completed
	6. Assess teacher competencies to provide programing	Research and Evaluation committee	October, January, February, March trainings	Completed
	7. Evaluate outcomes of one-day workshop	Inservice	At closing of workshops October, January February, March	Completed
	8. Identify follow up training resources for participants	Inservice	At closing of workshops October, January, February, March	Completed

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
Overall	Specific Action			
3.4 To conduct statewide and regional in-service training for upgrading teacher competencies for directing physical education programing with handicapped students	1. Schedule inservice programs, identifying location, time and personnel responsiblity	Inservice committee DPI Consultant	Summer of 1978-79	Implementation
	2. Set in-depth training of 1 and 2 week workshops	Colleges and Universities 1st trained of the cycle program		
	3. Check feasibility of graduate credit at colleges in geographic areas of AEAs. If not check with other universities for extension credit		Fall, 1977	Completed
	4. Evaluate the in-depth training sessions (workshops)	Inservice committee	Following workshop	Completed

PRE-SERVICE TRAINING

IV

PROBLEM STATEMENT #IV

PRE-SERVICE TRAINING: Pre-service programs in Iowa teacher preparation institutions have not addressed teachers' needs to competently develop and direct physical education programs which are adapted to include participation by handicapped students.

Goal Statement 4: Coordinated actions will be undertaken by colleges, universitites, and the Department of Public Instruction to review pre-service curricular offerings and to provide teacher training program that will qualify physical education majors/minors to develop and direct physical education programs which include participation by handicapped students.

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENATION	MEASURE OF ACCOMPLISHMENT
Overall	Specific Action			
4.1 To provide a means by which present teachers of physical education may become certificated to teach physical education for the handicapped	1. Colleges and universities will offer approved course work through workshops, extension courses, etc.	Colleges/Universities HPER staff DPI Consultants	June, 1978	On schedule
4.2 To increase opportunities for the undergraduate major/minor in physical education to work with handicapped students	1. Provide opportunities on/off local campuses for internships and field experiences in working with handicapped	College/University faculty of HPER	September, 1979	Types and numbers of opportunities offered
	2. Endorsement recommendation considered by State Certification Advisory Board and Approval	DPI (Nearhoof)	Fall/Winter 1977-78	On schedule

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
Overall	Specific Action			
4.2 Continued	3. State Board of Public Instruction approve added certification requirement for physical education teachers	DPI (Nearhoof) State Board of Public Instruction	June, 1978	On Schedule
	4. Letter from DPI Certification Branch to colleges and universities preparing physical education teachers	DPI Certification Division	June, 1978	On schedule
	5. Colleges and universities implement requirement	Department of NPER	Fall, 1978	On schedule

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
Overall	Specific Action			
4.3 To include required course work in undergraduate physical education curriculum which prepares students to provide physical education for handicapped children	1. To seek endorsement of requirement of minimum of 3 semester hours (or equivalent) of course work from Executive Council of IAHPER	Preservice committee	June, 1977	Endorsement received
	2. Endorsement submitted to DPI certification Division along with recommendations for implementation which include: a) a minimum of 3 semster hours (or equivalent) course work in P.E. for handicapped students in order to comply with certification requirements for undergraduate majors and minors in physical education b) some practice experiences for physical education majors/minors in working with handicapped students	Preservice committee	Fall, 1977	Received and scheduled for State Advisory Council action

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
Overall	Specific Action			
4.4 To provide a means by which present teachers of physical education may become certified to teach physical education for the handicapped	1. Colleges and universities offer approved coursework through workshop, extension courses, etc.	Colleges/Universities HPER staff	June, 1978	On schedule
4.5 To increase opportunities for the undergraduate major/minor in physical education to work with handicapped students	1. Provide opportunities on/off local campuses for internships and field experiences in working with handicapped	College/University faculty of HPER	September, 1979	Types and numbers of opportunities offered
	2. Endorsement recommendation considered by State Certification Advisory Board and Approval	DPI (Nearhoof)	Fall/Winter 1977-78	On schedule
	3. State Board of Public Instruction approve added certification requirement for physical education teachers	DPI (Nearhoof) State Board of Public Instruction	June, 1978	On schedule

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OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
Overall	Specific Action			
4.5 Continued	4. Letter from DPI Certification Branch to colleges and universities preparing physical education teacher	DPI Certification Division	June, 1978	On schedule
	5. Colleges and universities implement requirement	Department of NPER	Fall, 1978	On schedule

ADMINISTRATION LEADERSHIP

V

PROBLEM STATEMENT #V

ADMINISTRATIVE LEADERSHIP: Opportunity for participation by handicapped students in comprehensive physical education programs in elementary and secondary schools has been minimal and almost non-existant because physical education for all students has not been looked at as a high priority program.

The governor, legislators, state and local school administrators and boards, and other elected and appointed policy making bodies and individuals must become aware that it is required and necessary to provide opportunity for the handicapped to participate in physical education programs which meet the standards for quality physical education programs as defined by State Law (DPI) *1, Federal Law *2, and as interpreted in this plan *3. Such opportunities can be effectively implemented only through mutual recognition of the need, the planning for, and the provision of the organizational structure, support, and administrative leadership necessary.

Goal Statement 5.1: Educational administrators will provide the organizational structure, administrative leadership and support necessary for participation by handicapped student in high quality programs of physical education (as per State and Federal laws).

OBJECTIVES				
Overall	Specific Action	BASIC RESPONSIBILITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
5.1 Designate a contact in each AEA Special Education Section to coordinate the implementation of this plan.	1. Each AEA Special Education Director will send name of designated staff member to the DPI Health and Physical Education Consultant	DPI Consultant(s) Administrative Leadership Committee	January, 1978	Designations made by all AEAs and names sent is scheduled

*1 Iowa State Law Chapter 257.25 *2 Federal Law P.L. 94-142 and Vocational Rehabilitation Art *3 Page

OBJECTIVES				
Overall	Specific Action	BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
5.2 Initiate Needs Assessment in all LEA's to determine status of physical education programs and percent participation of the handicapped in established programs. Analyze and determine types of additional programming needed	1. Develop a comprehensive physical educational needs assessment for public schools. Include questions covering opportunity for participation in these programs by the handicapped. Cite state and federal codes related to physical education programming for all students	Research and Evaluation committee	January, 1978	February, 1978
	2. Initiate physical education needs assessment within local school districts	Administration Leadership committee	March, 1978	April, 1978
	3. LEAs will complete assessment and return to DPI	LEA Superintendent designates persons responsible in their LEAs	March, 1978	On time April, 1978
	4. Analyze results and make recommendations for physical education programming for handicapped students. Distribute reports to AEAs and cooperating LEA's	State Health and PE and other DPI Consultants; Research and Evaluation and Administrative Leadership Committee	April, 1978	May, 1978
	5. AEA personnel follow up recommendations assists LEAs as needed	Designated AEA and LEA staff	June, 1978	Evaluation Instrument

OBJECTIVES				
Overall	Specific Action	BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
5.3 Provide in-service training for school administrators and supervisors. This training includes information and suggestions to meet needs and for the implementation of high quality physical education programs which include participation by the handicapped.	1. Develop inservice training workshop for school administrators and supervisors	Inservice committee	October, 1978 through February, 1979	Inservice programs developed
	2. Conduct inservice training workshops through AEAs	State Health and PE Consultant and other DPI Consultants Inservice committee	1978-1980	Completed

OBJECTIVES				
Overall	Specific Action	BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOM PLISHMENT
5.4 Solicit and use recommendations by school administrators for new/ amended state legislation and/or appropriations in areas which implement participation by the handicapped in high quality p, ed. programs	1. Develop a method for securing suggestions from school administrators regarding their perceptions of needed legislation and/or appropriations.	Administrative Leadership committee State Health and P.E. Consultant Research and Evaluation Committee	Spring, 1978	Instrument developed
	2 Use administrator's suggestions in framing new or amended legislation	Administrative Leadership committee DPI Consultant(s)	October of each fiscal year	Legislation framed
	3. Pursue suitable legislation and requests for necessary appropriations through "recommended legislation" reports made by DPI and other interested administrators associations.	Administrative Leadership Committee DPI Consultant(s)	October of each fiscal year	Legislation introduced
5.5 School and program administrators and supervisors will support participation of handicapped students in physical education programs through appropriate allocation of general education funds	4. Existing school budgets will be reviewed to determine extent to which general education funds and special education funds are being used to support programs involving the handicapped in physical education	Local school district responsibility	1977-1980	Included in 1978-80 school budget

OBJECTIVES				
Overall	Specific Action	BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
5.6 School and program administrators and supervisors will develop and implement appropriate staffings.	1. Local school districts will be provided with recommended guidelines for implementing physical education aspects of P.L. 94-142	State Health and PE Consultant and other DPI Consultants	February, 1978	Developed and distributed on time
	2. Local school districts will assess and remove physical barriers which impeded the involvement of handicapped students in physical education programs	Local school district	June, 1978	Number of districts with no physical barriers
	3. LEAs will develop and implement a plan designed to remove attitudinal barriers which impedette involvement of handicapped students in physical education programs		June, 1978	Number of districts with a plan and timeline of action
	4. Handicapped students will be counseled to participate in physical education classes	LEA Staff	Ongoing	Procedure identified by LEAs
	5. Qualified physical education staff will be assigned to direct physical education classes which include handicapped students	LEA administrators	1978-1980 school year and there after	Assessment of LEA progress

OBJECTIVES				
Overall	Specific Action	BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
5.6 Continued	1. AEA media centers and LEA's will establish a reference collection of professional and commercial media related to implementing and conducting physical education programs which include participation of handicapped students.	AEA Media Center Directors and LEA administrators	1978-79 school year and there after	Media purchased written bibliographies distributed to appropriate personnel at all LEA and AEAs

PROBLEM STATEMENT #V

Goal Statement 5.2: The Governor, Legislators, State Board, School and Agency Administrators, supervisors, and state consultants will collectively provide the legislation, administrative structure, financing and programming necessary to assure participation in quality physical education for all student including the handicapped.

OBJECTIVES				
Overall	Specific Action	BASIC RESPONSIBLITY	IMPLEMENATION	MEASURE OF ACCOMPLISHMENT
5.7 Legislature will mandate the enforcement of current Iowa Code, which provides for adequate physical education programs for all students, including the handicapped.	1. The legislature will require a state plan which assures the development and implementation of an adequate physical education program for all students including the handicapped	Legislators on Planning Committee Iowa State Board of Public Instruction DPI Consultant(s)	January-May, 1978 General Session	A State Plan approved by the Iowa State Board of Public Instruction is provided
	2. Legislature will provide adequate financial support for the DPI to employ adequate staff for program development and implementation	Leadership Committee, Legislative Education Committees DPI Administration	January-June, 1978	Appropriations granted consultant(s) employed
	3. Individual legislators will serve on health and physical education and special education advisory groups	Leadership Committee	Ongoing	Participation as requested
	4. Legislature will cooperate with request from Board of Regents which encourages State colleges and universities to provide specialized training for teachers and administrator in physical education programs which involve participation of the handicapped	Leadership Committee DPI Administrators and Consultants Board of Regents	January, 1978 General Session	Plan of action completed

OBJECTIVES				
Overall	Specific Action	BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
5.8 The Governor will provide leadership and support for school programs which provide quality physical education programs which involve all students including the handicapped.	1. Issue public statements in support of the need for and support of such programs	Leadership Committee DPI Administration and Consultant Staff	November, 1977	Supporting statements issued by governor through media
	2. Recommendation for the inclusion of funds in the state budget earmarked for university training provisions, public school inclusion of quality Physical education	Leadership Committee Advocacy Committee	January-May 1978 General Session	Inclusion in budget recommendations

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OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
Overall	Specific Action			
5.9 The State Board of Public Instruction, DPI administrators and consultants will provide the necessary leadership and support to comply with current State and Federal laws relating to the provision of quality physical education programming for the handicapped.	1. State Board of Public Instruction requires the development of a State plan	DPI Consultant(s)	October, 1977	State Board acceptance of three-year plan
	2. Employ qualified health and physical education consultant(s) to assist AEA and LEAs	DPI Administrators	1977	Consultant(s) employed
	3. Initiate and encourage cooperative planning and implementation among all involved agencies	DPI Administrators and Consultants	Ongoing after October 1977	Adoption of plan
	4. Create a recommended timeline (steps for implementation) for establishing physical education programs which include participation by handicapped students	Three-year planning committee	Ongoing after October 1977	Times are included in approved plan
	5. Describe, recommend and take steps to implement staff assignments and responsibilities for establishing physical education programs which include handicapped students	DPI Administrators	February, 1978	Distribution of plan including timelines
	6. Establish a directory of model physical education programs	Research and Evaluation Committee	Fall, 1978-79	Completed and made available
	7. Collect and/or design example evaluation instruments for physical education programs	Research and Evaluation Committee	Fall, 1978	Completed

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
Overall	Specific Action			
5.9 Continued	1. Establish a coordinating network throughout all educational agencies. The network should be represented by an advisory committee for the Three-year plan drawn from consumers, legislators, school board members, DPI, AEA, LEA and higher education personnel	DPI Administrators, Consultants Leadership Committee	After October, 1977 Ongoing Fall, 1978	Operational

OBJECTIVES				
Overall	Specific Action	BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
5.10 Monitor the implementation of the Three-year plan	1. Determine the degree to which the physical education portion of P.L. 94-142 is being implemented in LEAs through visitations by DPI team evaluations and curriculum consultations in special and physical education	DPI consultants in special education and physical education	January, 1978	Consultant reports and recommendations
	2. DPI consultants review the status reports for LEAs and AEA make recommendations and provisions for the necessary steps for compliance	DPI Staff	December, 1977	Recommendations provided to appropriate DPI monitoring staff
	3. The Leadership Committee reviews the reports and makes recommendations for Plan modifications or implementation. Violations of P.L. 94-142 with recommendations for following the Plan shall be called to the attention of proper LEA, AEA or DPI authorities	Leadership Committee and involved DPI teams and staff	January, 1978	Reports and recommendations filed
	4. The results of such reviews shall be communicated to the balance of the Three-year Planning committee and involved DPI staff or sections			
	5. Advisory committees of Three-year plan submit six month activity and accomplishment report to Leadership Committee	Committee chairs DPI Health and Physical education and other consultants	Six month intervals beginning Summer, 1978	Dates reported by committees

Discussion copy

CONSUMER ADVOCACY

VI

PROBLEM STATEMENT #VI

CONSUMER ADVOCACY: Physical education programs which include handicapped students are rare or non-existent due in large measure to the failure of handicapped persons to express their need to participate in good physical education programs.

Goal Statement 6.0: To develop consumer advocacy groups to assume assertive leadership to obtain fuller participation of handicapped students in good physical education programs.

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURE OF ACCOMPLISHMENT
Overall	Specific Action			
6.1 Each of the 15 AEA Directors of Special Education will receive an orientation concerning Federal and State laws, rules and regulations and the benefits of physical education for the handicapped (to better prepare them to inservice advocate groups within the AEA)		AAHPER and DPI Consultants	Fall 1977	Orientation completed for AEA special education Directors by January 1, 1978

PROBLEM STATEMENT #VI

CONSUMER ADVOCACY: Physical education programs which include handicapped students are rare or non-existent due in large measure to the failure of handicapped persons to express their need to participate in good physical education programs.

Goal Statement 6.0: To develop consumer advocacy groups to assume assertive leadership to obtain fuller participation of handicapped students in good physical education programs.

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURE OF ACCOMPLISHMENT
Overall	Specific Action			
6.2 The fifteen AEA's will facilitate the development of consumer advocacy organization established to assist the development of appropriate physical education programs for the handicapped in each local education agency.	AEA support services will recruit representation from advocate groups to work cooperatively with LEA's in assuring the implementation of quality physical education programs for the handicapped	DPI, AEA support services staff and various consumer organizations ALSO consumer advocacy committee and local school adminstrators supervisors and teachers	Winter, 1977-78	By 1980 there will be organized advocate groups existing in each of the 15 AEA's
6.3 Advocacy groups will receive in-service training as to the benefits of physical education for the handicapped and their roles in insuring local programs in physical education for handicapped	AEA will conduct an inservice training on the code, rules and regulations and the physical benefits of physical education for the handicapped with its advocacy groups	AEA support staff	Fall, 1978	By fall of 1978 each AEA will have conducted workshop(s)

PROBLEM STATEMENT #VI

CONSUMER ADVOCACY: Physical education programs which include handicapped students are rare or non-existent due in large measure to the failure of handicapped persons to express their need to participate in good physical education programs.

Goal Statement 6.0: To develop consumer advocacy groups to assume assertive leadership to obtain fuller participation of handicapped students in good physical education programs.

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURE OF ACCOMPLISHMENT
Overall	Specific Action			
6.4 Consumer advocacy groups will assist in the development of and improvement of physical education instructional programs within local school districts	Consumer advocates will inform the public as to the needs and benefits of physical education for handicapped students	Consumer advocacy committee	Ongoing	Methods used to inform public and publics contact
	Consumer advocate groups will encourage parents to actively participate in the individualized staffings for their child	Consumer advocate groups	Fall, 1977 and continuing	Numbers of parents involved in individualized staffings
	Consumer advocates will serve on LEA advisory groups for the development of physical education programs for the handicapped	LEA administrators and local advocate groups	Fall, 1977 and continuing	Numbers of advocate serving on local advisory groups
	Consumer advocates will provide assistance to local physical education teachers in their efforts to program for handicapped students	Local advocate groups	Fall, 1977 and continuing	Number of physical educator/ advocate interactions
6.5 To conduct a state - level conference for consumers of physical education programs for handicapped students				

RESEARCH AND EVALUATION

VII

PROBLEM STATEMENT #VII

RESEARCH AND EVALUATION: A lack of information exists related to the effectiveness and validity of current physical education programming for handicapped students in Iowa. Existing measurement techniques and research designs need to be applied to current programs, and programs which are subsequently developed within the State, to demonstrate their effectiveness and exportability.

Goal Statement 7.1: To establish a research and evaluation committee.

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURE OF ACCOMPLISHMENT
Overall	Specific Action			
7.1 Establish a research and evaluation committee	Identify committee members during May 17-18 Planning Workshop in Boone	Leadership Committee	May, 1977	Committee core membership established
	Expand core membership to include people from educational measurement and evaluation field	Research and Evaluation committee	August, 1977	Expand committee developed
	Divide committee responsibilities for each goal statement (7.2-7.5) among members of the committee	Research and Evaluation committee chair	September, 1977	Committee members assume responsibility for specific goal statements
	Monitor completion of committee tasks through written and telephone correspondence	Research and Evaluation committee chair	August, 1977 and continuing	Tasks completed on timeline

Goal Statement 7.2: To collect, analyze and distribute information relative to the quality, numbers of, and impact of physical education programming for handicapped students in Iowa.

OBJECTIVES				
Overall	Specific Action	BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
7.2 To assess the degree of compliance with the physical education mandate of P.L. 94-142 in public and nonpublic schools in Iowa.	Develop a needs assessment instrument for physical education programming; the instrument to contain specific items relative to programming with handicapped students	Research and Evaluation Committee	February, 1978	Instrument developed
	Draw a random sample of Iowa public and nonpublic school districts	Research and Evaluation Committee	March, 1978	Sample drawn
	Conduct a self-report survey with some "on site" data collection at randomly selected schools	Research and Evaluation Committee and local physical education staff	May, 1978	Survey completed and returned
	Analyze the data and compile a data summary for Iowa Schools	Research and Evaluation Committee	June, 1978	Data summary completed
	Readminister survey (Analyze the data and compile a data summary for Iowa schools)	Research and Evaluation Committee	March/April, 1979	Completed on time
	Readminister survey (Analyze the data and compile a data summary for Iowa schools)	Research and Evaluation Committee	March/April, 1980	Completed on time

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
Overall	Specific Action			
7.3 To encourage the use of adequate evaluation techniques within the overall design and operation of local physical education programs * which include handicapped students. *(evaluation of both student factor and program features)	Develop and conduct workshops on the use of formal and informal evaluation instruments for planning and conducting local physical education programs	Research and Evaluation Committee	May, 1978 and on basis of need	Workshops Evaluations
	Develop a packet of formal and informal evaluation instruments to distribute to local school districts	Research and Evaluation Committee	May, 1978	Packet developed
	Encourage college/universities to teach the proper administration of formal and informal evaluation instruments for use with handicapped students in physical education programs	Research and Evaluation Committee	Second and third Years FY 1979 and 1980	

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OBJECTIVES				
Overall	Specific Action	BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
7.4 To validate selected physical education programs as effective and exportable models for other public and nonpublic schools to adopt or adapt	Identify programs meeting the requirements of P.L. 94-142 through survey devices (See 7.21)	Research and Evaluation Committee	First and Second Years (FY 1978 and 1979)	Task completed
	Develop observation and interview criteria for validating model programs	Research and Evaluation Committee	First Year and FY 1978	Criteria established
	Conduct on-site interviews with selected program personnel and observations of program operations	Research and Evaluation Committee	First and Second Years (FY 1978 and 1979	Interviews completed
	Establish list of validated (model) physical education programs	Research and Evaluation Committee	Second and Third Years (FY 1979 and 1980)	List prepared
	Prepare descriptions of validated (model) physical education programs	Local programs and Research and Evaluation Committee	Second and Third Years (FY 1979 and 1980)	Descriptions prepared
	Distribute program descriptions and highlight programs in professional publications in Iowa and at professional meetings and conferences	Advisory council	Second and Third Years (FY 1979 and 1980)	Validated projects disseminated and adopted/adapted

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
Overall	Specific Action			
7.5 To identify the contributions that physical education programming can make to the growth and development of handicapped persons.	Establish clusters of contribution areas (e.g. social, self-concept, physical fitness, life-style, interpersonal)	Research and Evaluation Committee	November, 1977	Completed on timeline
	Research current literature in each area and develop a condensed version for printing and distribution (Contributions Booklet)	Research and Evaluation Committee	January, 1978	Contributions Booklet developed
	Develop a portion of the general attitude instrument based on "contribution" research findings (Objective 7.41)	Research and Evaluation Committee	May, 1978	Completed on timeline
	Develop a portion of the needs assessment instrument (Objective 7.21) which focuses on contribution area	Research and Evaluation Committee	February, 1978	Completed on timeline

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
Overall	Specific Action			
7.6 To disseminate findings of current research on physical education programming with handicapped students.	Establish a section of a bi-monthly newsletter which includes research finding and implications for topical themes (e.g. hand-eye coordination, mobility, self-concept) and which is centered on practical applications for classroom teaching	Research and Evaluation Committee	January, 1978	Applied research section established
	Editor of the applied research section of the bi-monthly newsletter should be appointed	Research and Evaluation Committee	December, 1977	Editor appointed
	Contributions Booklet (Objective 7.24) disseminated	Research and Evaluation Committee	January, 1978	Contributions booklet disseminated
	Newsletter items on topical themes (#2 above) reprinted sections of an inservice training participant's notebook	Inservice training committee	Beginning January, 1978 and continuing	Reprints established

Goal Statement 7.3: To identify teacher competencies necessary for directing quality physical education programs whichinclude handicapped students.

OBJECTIVES				
Overall	Specific Action	BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
7.7 Identify teacher competencies from self-report's of physical education teachers who work with handicapped students.	Develop survey instrument to identify necessary competencies	Research and Evaluation Committee	December, 1977	Completed on time
	Draw purposive sample of physical educators in special education settings and public school settings where handicapped students participate	DPI through Management Information section	December, 1977	Completed on time
	Sample self-administer survey instrument	Local physical educators	February, 1978	Completed on time
	Analyze and summarize the data	Research and Evaluation Committee	March, 1978	Completed on time
	Refine the instrument	Research and Evaluation Committee	April, 1978	Completed on time

OBJECTIVES				
Overall	Specific Action	BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
7.8 Identify teacher competencies from self-reports of participants in awareness workshops.	Refined instrument given to workshop participants for their self-administration	Research and Evaluation Committee	April, 1978	Accomplished on time
	Data from workshop participants and purposive sample (Objective 7.31) used by inservice committee to plan in depth workshops	Inservice Committee	May, 1978	Accomplished on time

Goal Statement 7.4: To assess attitudinal changes of target populations * to determine if these populations become more accepting and supportive of physical education programs which include handicapped students.

OBJECTIVES				
Overall	Specific Action	BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
7.9 To develop a general attitude survey which assesses the attitudes of various population groups toward physical education for handicapped students. The attitude survey should relate to perceptions of handicapping conditions as barriers to active participation, benefits to handicapped from P.E. experience and perceived "management problems" in P.E. class.	Develop items for attitude - survey instrument	Research and Evaluation Committee	February, 1978	Attitude - survey instrument completed

* Populations: general public, special educators, physical educators, handicapped students, parents of handicapped students, and health professionals

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
Overall	Specific Action			
7.10 To adminster the attitudinal survey with the various target populations.	Conduct surveys	Research and Evaluation Committee	May, 1978 Survey repeated in 1978 and 1979	Surveys completed

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
Overall	Specific Action			
7.11 To analyze the attitudinal data to make specific recommendation to the appropriate Committees of the Three-year plan.	Analyze the data	Research and Evaluation Committee	June, 1978 Repeated for 1979 and 1980	Analysis completed

Goal Statement 7.5: To conduct ongoing assessments of the implementation of the Iowa Three-Year Plan for Improving Physical Education Opportunities for Handicapped Students.

OBJECTIVES				
Overall	Specific Action	BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
7.12 Evaluate the results of the implementation of the Three Year Plan after each of the 3 Fiscal Years.	Establish a uniform reporting system for each committee of the Three-Year Plan	Leadership Committee	November, 1977	Accomplished on time
	Committee chairs will present 6 month reports of the activity of their committees: tasks accomplished/not accomplished, necessary modifications, and revisions/additions (Reports prepared by June of each year 1978, 1979, 1980)	Committee Chairs	June, 1978, 1979 and 1980	Accomplished on time
	Specific data should be collected relative to: * Inservice * Attitudes * Physical education programs complying with P.L. 94-422 * Awareness presentations (who, how many people, frequency of presentations, and where) * Cash and inkind funding of project activities * Key resource people to project	Research and Evaluation Committee and Chairs of other Committees	Ongoing with data collected and summarized in July, 1978, 1979 and 1980	Project summary written
	Solicit data from AEA staffs relative to their perceptions of project impact on LEA programming	Research and Evaluation Committee	June, 1978,1979 and 1980	Task accomplished

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOMPLISHMENT
Overall	Specific Action			
7.12 Continued	Year-end reports developed by Co-Chairs of the Three-Year Planning Committee	Co-Chairs	July, 1978, 1979 and 1980	Reports prepared
	Year-end report presented to appropriate groups	Co-Chairs	August/September of 1978, 1979 and 1980	Presentations made on time
	Necessary plan revisions and/or additions made	Three-Year Planning Committee	August, 1978 and 1979	Plan revised

OBJECTIVES		BASIC RESPONSIBLITY	IMPLEMENTATION	MEASURES OF ACCOM PLISHMENT
Overall	Specific Action			
7.13 A summary of the three years of the plan is prepared.	Three-Year Plan Summary Evaluation prepared	Co-Chairs	August, 1980	Three-Year Plan Summary Evaluation completed